

Demonstration Project

PERFORMANCE SYSTEM

HANDBOOK

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NAVAL AIR WARFARE CENTER

WEAPONS DIVISION

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INTRODUCTION

This handbook was originally the product of an Employee Task Team formed in 1980 to develop the China Lake performance evaluation system under its Demonstration Project. With the establishment of the Naval Air Warfare Center Weapons Division (NAWCWPNS) in 1991, the Demonstration Project was expanded to include NAWCWPNS employees at Pt. Mugu, Albuquerque, and White Sands. The performance evaluation system described in this handbook has been adopted for all Demonstration Project employees at NAWCWPNS.

This handbook (1) presents the performance evaluation system to be followed at NAWCWPNS for employees covered by the Demonstration Project, (2) provides instructions necessary to understand and use this system, and (3) provides examples so employees and supervisors can practice using the system.

This handbook is organized by chapters and sections for ease in reading and later referencing. The detailed examples are placed in appropriately identified appendixes.

WHAT IS PERFORMANCE EVALUATION?

The words performance evaluation may have many different meanings, with most of the connotations being negative. Many employees view performance evaluation as a threatening situation. Similarly, many supervisors view it as an unpleasant nuisance, a waste of his or her precious time.

Performance evaluation does not have to be viewed negatively. Performance evaluation should be an ongoing cooperative interaction between employee and supervisor, not a once-a-year trauma. It should be communication about the work they are both responsible for. Performance evaluation is a shared responsibility. If done properly, performance evaluation can be a help to both the employee and the supervisor.

Performance evaluation's two major purposes are

1. To plan for future development of the organization and the individual, with emphasis on growth and improvement of both
2. To gather information so personnel decisions can be made in an equitable manner

WHAT IS PERFORMANCE?

Any performance evaluation system first must take into account the concept of performance itself. Performance on any job is both a process and the successful culmination of that process, or the output. Successful performance must consist of both process and output. Fine work habits and work relationships are useless if the job for which the employee is responsible is not getting done. Conversely, creation of a superb product may not be repeatable if the employee has alienated coworkers in the process.

The performance evaluation system presented in this handbook is designed for flexibility in evaluating both process and output.

WHY DO PERFORMANCE EVALUATION?

Good reasons exist for both employees and supervisors to want employee performance evaluated. Employees will benefit from a good performance evaluation process because they will

1. Know what is expected of them and how their performance will be judged
2. Be more comfortable that the judgement will be equitable and responsive
3. Be able to guide or orient their own efforts better
4. Have a way of getting help with work problems
5. Know what they need to do in order to improve performance and to advance in the organization
6. Have increased communication with the supervisor
7. Experience more job satisfaction

Supervisors benefit from a good performance evaluation process because they can expect

1. Less confusion about who is responsible for what
2. Less trouble providing direction and monitoring progress
3. Better, fairer personnel decisions
4. Greater trust in the organization by the employees
5. More employee success in meeting goals
6. More success for the Center in meeting its goals
7. Increased communication with employees
8. Fewer unpleasant surprises

By conducting performance evaluations, we also satisfy requirements 5 USC 43 (performance appraisal laws), which mandate performance appraisal systems for all employees. These laws and related Office of Personnel Management (OPM) regulations specify that systems be developed to account for (1) performance standards based on and consistent with the employee's position; (2) communication, in writing, of performance elements and standards at the beginning of each appraisal period; (3) encouragement of employee participation in the development of performance standards; and (4) use of the appraisal results to determine such factors as awards, increases, promotions, and training. The performance evaluation system developed for the Demonstration Project is designed to meet the basic intent of the requirements of law in a flexible manner consistent with the high level of technical achievement at NAWCWPNS.

HOW IS SUCCESSFUL PERFORMANCE EVALUATION DONE?

Performance evaluation often has been a tension-filled event because we really did not identify the “hows” of doing it. Unfortunately, performance evaluation historically meant only a once-a-year performance appraisal. Even then, in some cases, no communication between employees and supervisors existed. We have learned that we can't do performance appraisal without doing performance planning.

This document presents the hows of the performance evaluation process. Specifically discussed are the hows of

1. Performance planning
2. Performance monitoring
3. Performance assessment

Performance planning is a continuous cycle. Performance planning is communication between employee and supervisor that (1) results in the definition of expected results, (2) discusses the conditions surrounding the job or assignment, (3) identifies problems that might arise, (4) determines how the employee and the supervisor will know when the expected results are achieved, and (5) identifies the expected output. This future-focused activity helps both the employee and the organization identify specific tasks and results.

Performance monitoring is the review of progress. This activity focuses on “now” and helps both the employee and the organization accomplish identified expected results. Performance monitoring ranges from the casual “How's it going?” to formal periodic progress reviews. Performance monitoring also includes project or program reviews. The purpose of this activity is to find out where we are and what we need to do to accomplish expected results, to identify problems while they're still small enough to easily deal with.

Performance assessment is a formal appraisal of performance. This activity focuses on the past, gathering information of past performance so the employee, the supervisor, and the organization can make career-related decisions concerning the employee. Performance assessment answers the following types of questions:

1. Does the employee's performance merit a raise?
2. Has the employee met criteria for promotion or advancement?
3. Does the employee deserve recognition or reward?
4. Does the employee need special training to improve skills or learn new ones?
5. Does the employee's work measure up to the expectations of the Center?

The following chapters will give the details of how to perform each of these activities.

WHO DOES PERFORMANCE EVALUATION?

Who does the evaluation? is perhaps the most important performance evaluation question. Yet this question often is not considered. To be successful, performance evaluation must be a joint process and not something that a supervisor develops and gives to the employee. In the past the employee played a largely passive role. In the Demonstration Project performance evaluation process both the employee and the supervisor have active roles, with rights and responsibilities for each.

In summary, performance evaluation is an ongoing process involving employee and supervisor and consisting of performance planning, monitoring, and assessment. We are required by law to do performance evaluation; successful performance evaluation also has benefits for the employee, the supervisor, and the Center.

Chapter 1

DEMONSTRATION PROJECT PERFORMANCE EVALUATION PROCESS

The performance evaluation process is a cycle, as shown in Figure 1. The terms used in this process are described as follows:

Work Unit Objectives. Most individual performance fits into a larger organizational performance structure. In planning, monitoring, and assessing individual performance, the objectives of the work unit (the outcomes or results defined for accomplishment by that unit) must first be considered.

Responsibilities. Individual job responsibilities may be defined by answering the question, “What do you do?” This question can be answered in many different ways, but the answer will always include some combination of process and output.

Definition of Expected Results. The two phases to this step are defining what results are expected and ensuring that the employee and the supervisor agree on that definition. The result of this process is a mutually agreed-upon set of expected results. Defining and agreeing on expected results ensures that the employee knows what is expected of him or her, and the supervisor knows what he or she can count on.

For each expected result, measurement criteria should be defined to answer the following questions:

1. How will you know when you're done? when you've accomplished the expected results?
2. What will be measured in terms of quality, quantity, timeliness, use of resources, costs, cooperation with others?
3. Will the expected results of the individual be consistent with the goals or tasks of the group?

Definition of expected results, or performance planning, does require documentation, but should be kept at the minimum level consistent with the desires of both employee and supervisor.

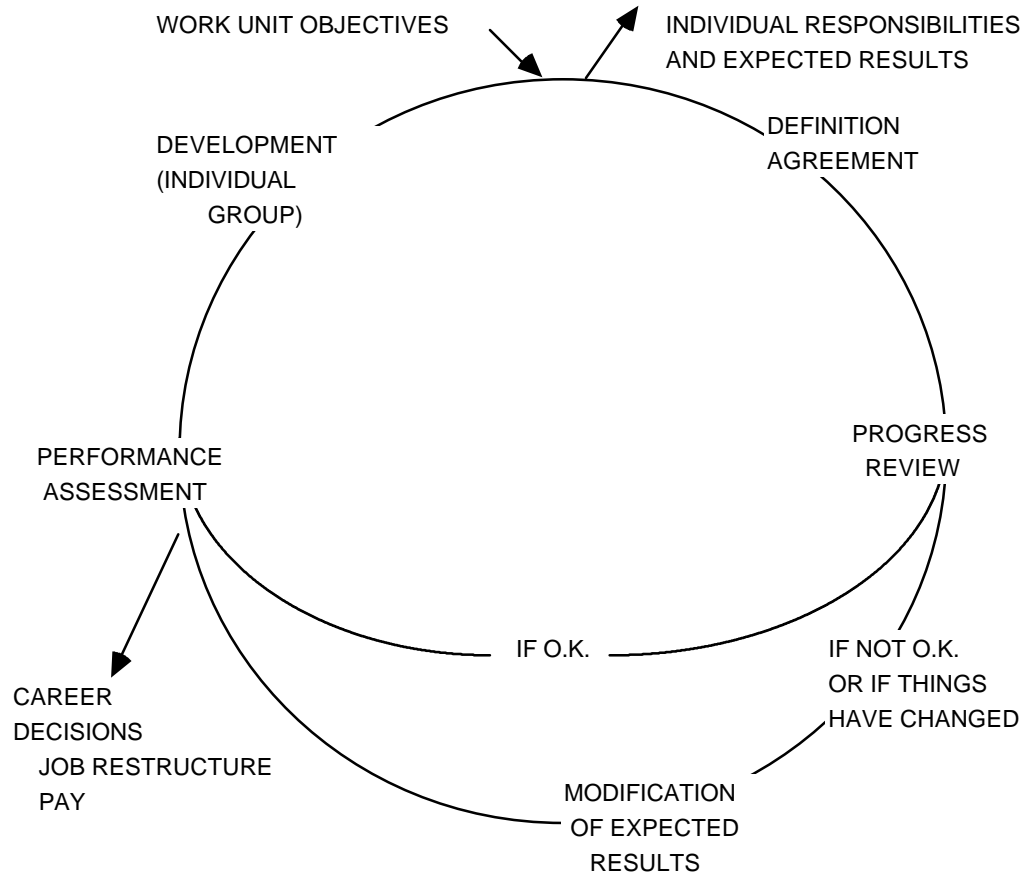


FIGURE 1. Planning and Performance Evaluation Process.

Progress Review. The progress review is designed to answer the question, “How is it going?” The purpose of this review is to provide feedback to solve problems, to keep work on track, and to give praise. Progress reviews will occur periodically and can be as informal as seems appropriate to both employee and supervisor. In addition, other informal reviews or feedback should be given.

If everything is going well, no further action is necessary. If the tasks or the situation have changed or if things are not going well, the employee and supervisor should implement a modified performance plan.

Modification of Expected Results. Modifications to the performance plan can be to define new expected results, delete previous expected results, or, in the case of poor performance, spell out corrective action. These additions, deletions, or corrective actions plans need to be documented, once again, at the minimum level consistent with the desires of both employee and supervisor.

Performance Assessment. Performance assessment is the formal appraisal that measures performance over the past year. This assessment is highly dependent on the performance planning that has been going on all year.

Development (Individual/Group). Development occurs in a forward-oriented discussion between the employee and the supervisor. The development discussion not only considers individual development, such as training and assignments, but also may consider group “movement” (such as whether the group should accept or solicit new work areas).

Career Decisions. The performance assessment provides data that are used in making career decisions. One such career decision in the Demonstration Project involves setting of pay. The link between performance evaluation and pay determination for the Demonstration Project is discussed in Chapter 6.

PERFORMANCE PLAN AND PERFORMANCE ASSESSMENT FORMS

Figures 2 through 5 show the both the front and back of the performance plan and the performance assessment form. Figure 2 is the front page used for performance planning. The section labeled “Responsibilities” collects information that answers the question, “What do you do?” As indicated earlier, the answer to this question can be a series of projects or actions. The process of determining what goes in this section is fully explained in Chapters 3 and 4.

The section labeled “Expected Results” collects information to answer the questions, “How do you know when you have performed this task or function?” and “What will be measured in terms of quality, quantity, timeliness, use of resources, cost, cooperation, etc?” Guidelines for filling out this portion of the form also are presented in Chapters 3 and 4.

The bottom of the form provides space for the employee and supervisor to initial off that they have had a planning session or sessions and progress reviews. Also included is space for the second-level supervisor to initial indicating that he or she has reviewed the employee's performance plan and found it to be acceptable. For colocated employees, such as people working for project offices in a code to which they are not organizationally assigned, space is provided for the host supervisor to initial, if necessary, indicating that the employee's goals are consistent with the expectations of the host code. Further discussion of colocated employees is found in Appendix A.

CHANGES OR ADDITIONS TO PERFORMANCE PLAN			
NO.	RESPONSIBILITIES (Tasks and /or functions)	EXPECTED RESULTS	INITIALS/DATE (Employee & Supv.)

NAVWPNCEN 12430/8 (6-80) (back)

FIGURE 3. Back of Performance Plan Form

The back of the performance plan, shown in Figure 3, is simply a continuation of the front side. This side is meant for continued description, if needed, of responsibilities and expected results established at the initial planning interview, and also for recording changes and additions that occur throughout the year.

The front of the performance assessment form, as shown in Figure 4, is to be used in the formal assessment. For each function or task identified by number on the performance plan, an evaluation is to be recorded on the assessment form. The section marked “Evaluation” is to be used for a narrative evaluation describing how well the functions and/or tasks were accomplished. The boxes to the right are to be checked depending on whether the employee exceeded, met, or did not meet expectations.

The back of the assessment form, as shown in Figure 5, contains a space labeled “Narrative Summary.” This space is to be used for written justification of the supervisor's overall assessment and/or for discussion of such items as mitigating factors, additional work not specifically covered in the performance plan, or anything else the employee or supervisor feels should be part of the record. This side of the form also contains space for the supervisor's overall assessment (not necessarily an averaging of ratings for the individual functions and tasks), and for agreement by the second-level supervisor, as discussed in Chapter 6. This overall rating will be one of the following: (A) highly successful, (B) fully successful, or (C) less than fully successful.

The box at the bottom is for the official rating of 1 through 5. Chapter 6 discusses how the three assessments described in the preceding paragraph get translated into one of the five official ratings.

The dates for the various performance evaluation processes are given in Table 1.

TABLE 1. Performance Evaluation Activities
and Responsibilities.

Date	Activity	Responsibility
Aug/Sept	Review PAC, PD, JD for accuracy. Develop individual expected results.	Employee and supervisor
Sept	Review and approve performance plan.	Second-level supervisor
Dec, Apr	Monitor progress, redefine requirements.	Employee and supervisor
Apr	Review employee development plan.	Employee and supervisor
May	Review employee Individual Development Plan.	Supervisor and employee
Aug	Assess performance.	Supervisor and employee
Aug/Sept	Determine official rating. Determine appropriateness of award or pay adjustment (for Demonstration Project employee).	Performance Review Board for 1 or 2/O or H. Supervisor for 3/S. Supervisor and second-level supervisor for 4 or 5/M or U.

Chapter 2

PERFORMANCE PLANNING (GENERAL)

Work at NAWCWPNS covers a wide spectrum; therefore, performance can be described in a multitude of ways. Some of the terms used in performance description are given below.

Job Type. NAWCWPNS has many types of jobs. Most of these jobs can be grouped into one of the following: research, development, analysis, test, evaluation, contract monitoring, service, support, administration.

Control. Differences in the degree of control a person or a group has over work planning exist. Some groups are dependent on a customer's work request or test request to determine their goals, while some groups receive their work in large blocks and directly control the planning of the work.

Operation Orientation. Some groups have continuing responsibilities in which they perform one type of work but apply these responsibilities to different systems (e.g., computer programming), while others are more oriented to the individual task.

Planning. Some groups have to make changes often while other groups' plans may not change within a year.

Dependence on Others. Some tasks may involve only one or two people who only have to depend on each other, while some tasks may require groups of several hundred people who are mutually dependent.

Size of Individual Effort. Many individuals perform jobs with no more than 0.1 work-year of effort per job (that is, these employees work on many small jobs), while others work on one task for the entire year or for many years.

The Demonstration Project performance evaluation system should reflect the Center's rich diversity if it is to serve the people. To account for this diversity, we use two approaches in the performance planning. These two approaches are not mutually exclusive, but complement one another.

TASK AND FUNCTION APPROACHES

In the task approach the work or expected output “drives” the performance planning. (A representative goal would be to develop the Mk 1 nozzle.) This approach is best used in research and development groups with task-oriented operations and a long time between plan changes. Such efforts usually involve individual assignments having duration greater than 0.1 work-year.¹ The individuals often have a high degree of independence.

In the function approach, the functions of the position drive the performance planning. (Representative goals for this approach would be to design a variety of nonrelated electronic circuits or to run a wide variety of tests for several projects.) This approach is best used in test and evaluation, contract monitoring, and service and support groups: groups that have “continuing responsibilities.” These groups are often dependent on “customers” to set the detailed goals, and there are many plan changes and “fire drills.” The tasks are many and small (typically of less than 0.1-work-year duration each), and there is a high degree of mutual dependence.

Both these approaches can be used in the performance planning process illustrated in Figure 6. As will be described in Chapter 5, the task approach primarily uses the project's objectives and associated milestones to determine individual expected results. The function approach, described in Chapter 6, primarily uses the PAC (Personal Activities and Capabilities), the PD (Position Description), or JD (Job Description) to define the individual expected results. The PAC replaces the traditional PD for a simplified, standardized position classification system under the Demonstration Project.

DEFINING EXPECTED RESULTS

For each task and function, the employee and supervisor should define expected results (performance standards). Each statement of expected results should clearly define outcomes and actions required and should include such measures as quantity, quality, and timeliness.

When the individual's expected results for tasks and functions have been defined, the employee and supervisor need to confirm their agreement as to what is expected. This confirmation may seem superfluous if the employee's expected results are mutually defined,

¹ The 0.1 work year figure is often used in the following discussion and is not intended to be anything but a rule of thumb and should not be applied arbitrarily.

but another opportunity for clear communication will keep both

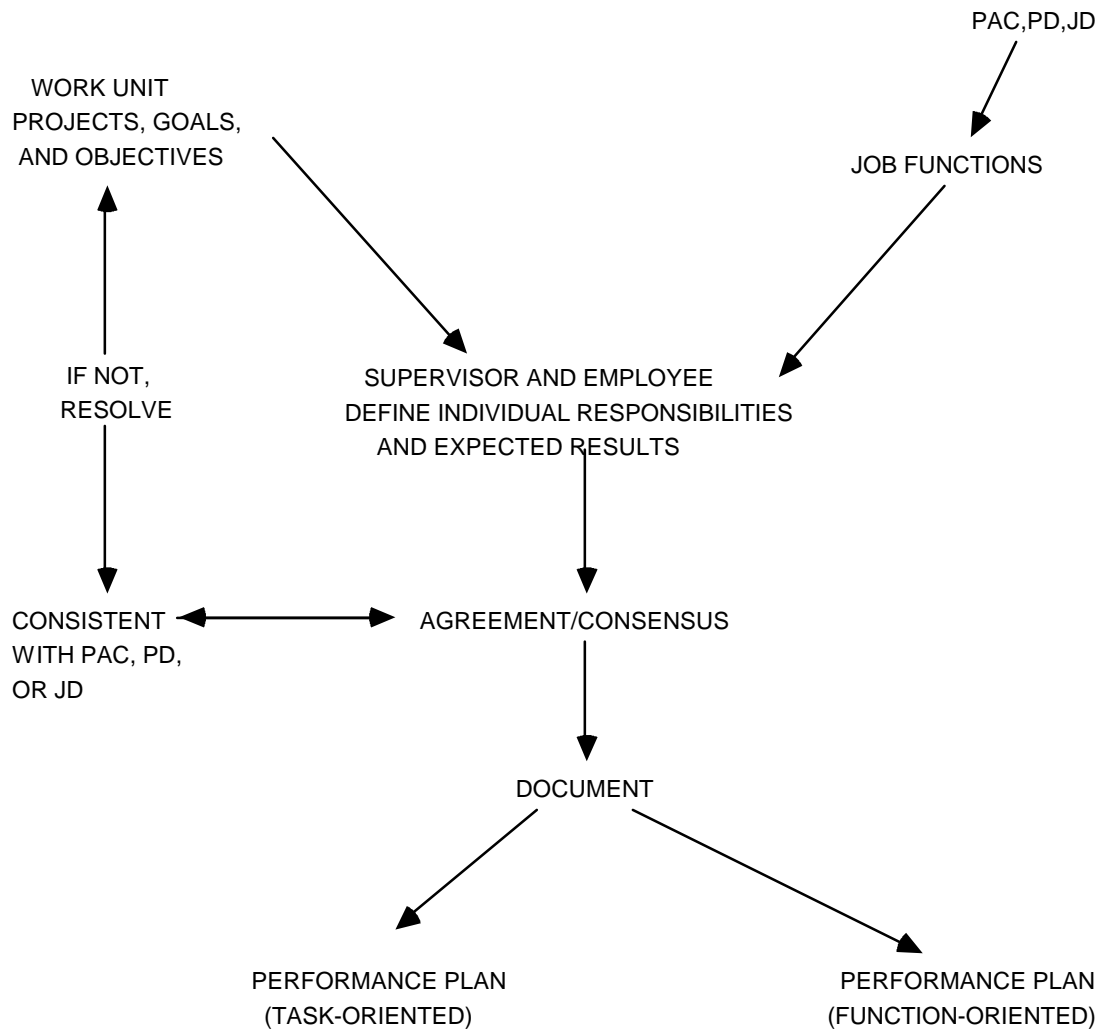


FIGURE 6. Performance Planning Process.

participants from making faulty assumptions. Agreement during planning can prevent disagreement during evaluation. If the employee and supervisor cannot agree during the planning, the employee can document the disagreement (see “Disagreement With Identified Expected Results” in Appendix B) for possible mitigation in subsequent review and evaluation. (For example, an employee may think something cannot be done, but the supervisor wants the employee to try anyway. If future events bear out the employee's opinion, the employee should not be penalized for not accomplishing the stated expected result.)

Once the employee and supervisor have defined and come to agreement on expected results, they need to ask if these expected results are consistent with the PAC, PD, or JD. This check for consistency is especially important for employees who entered the process via the task approach. If the expected results are not consistent with the PAC, PD, or JD, this inconsistency must be resolved. If expected results are consistent, then they must be documented on the performance plan (as shown in Figures 2 and 3). The level and detail of documentation need satisfy only the employee and supervisor. Overdocumentation is discouraged. As long as both parties know what is meant, there is no need to waste time and money writing essays. Both employee and supervisor have the responsibility to ensure that they are satisfied with the documentation.

The documentation will differ only slightly between the task and function approaches. In one case the list of expected results will be heavily project-oriented, while the other case will be more function-oriented, with some task work serving as examples of performance requirements.

In some cases, one approach is more advantageous than the other. However, as stated earlier, the task approach and the function approach are not mutually exclusive. In many cases a combination of both approaches may be advantageous. A job could require performance of 100% task or 100% function or any combination in between. The supervisor and employee must decide which approach to use or whether to use both approaches. Using both approaches may sound like more work but may actually be less, especially in a situation where a person may have a few major tasks that only cover part of his or her time and the rest of the time is taken up by continuing responsibilities. For example, a circuit designer may be responsible for 0.5 work-year to design Sidewinder guidance, and responsible the rest of the time for designing numerous types of circuits. Using the task approach to delineate the Sidewinder expected results and the function approach to describe the rest of the expected results may make sense.

OTHER PLANNING CONSIDERATIONS

Continuing Management Responsibilities

Managerial and supervisory responsibilities are considered key to supervisory positions and must be included in each supervisor's performance plan. For some supervisors, especially those in "task-oriented" positions, how these responsibilities are to be listed in their performance plans may not be clear.

Where a function or task requires a significant supervisory responsibility (i.e., safety requirements for someone working with warheads or propellants), that responsibility probably should be listed separately. However, for most managers and supervisors a suggested technique for addressing continuing management responsibilities would be to write the collective heading, "Continuing Management Responsibilities," in the "Responsibilities" column of the performance plan. Appendix C, a list of management responsibilities, could then be used as a "menu board" to define expected results. "See enclosed" could be written in the "Expected Results" column, and a copy of Appendix C with the appropriate items circled could be attached to the performance plan. No details of measurement are included in Appendix A; to clarify individual expected results, the employee may also note specific measures on the attached copy of Appendix C.

Colocated Employees

Colocation of employees often results in dual supervision in which the employee is under the administrative control of his or her home code supervisor and under the technical control of a project supervisor. This colocation of employees with the projects and organizations they support can be an effective means of projecting expertise when and where required. This matrix management approach has been adopted in varying degrees at NAWCWPNS, resulting in a range of reporting and accountability configurations. The implications of perceived inequity between employees in essentially the same circumstances of reporting or accountability could be significant. Therefore, administrative (home) supervisors must account for the inputs of technical (host) supervisors when planning performance requirements for colocated employees. Four options are

provided in Appendix A to meet this need. No one approach is mandated, but the home supervisor and the employee must agree at the beginning of the performance evaluation cycle which approach will be used.

Critical Elements

For employees covered by the Demonstration Project, all performance elements listed in the “Responsibilities” column of the performance plan will be considered critical elements unless otherwise noted. A critical element is a performance element of sufficient importance that performance of this element at an unacceptable level would constitute totally unacceptable performance for the employee, regardless of the level of performance on other elements of the job.

When an employee has been provided the opportunity to correct unacceptable performance on one or more critical element and has not corrected the deficiency, action to downgrade or remove the employee may be taken.

SUMMARY

In summary, performance planning is done using one of two approaches—task approach or function approach—or a combination of these two approaches. The task approach lets the projects and milestones drive the individual's performance planning, while the function approach lets the functions of the job drive the process. These two approaches are more fully described in the following two chapters. In addition, supervisors' and managers' performance plans should include continuing management responsibilities.

Chapter 3

TASK APPROACH TO PERFORMANCE PLANNING

The task approach to performance planning concentrates on output and seeks to answer the following questions:

1. What is the desired output of the employee's job?
2. How will the employee know when he or she is done with the task?
3. How will the employee know how good the product is?

The task approach is often the simplest to use. This approach is best used when

1. A specific result is desired.
2. An individual has been identified as being responsible for such a specific result.
3. The effort will involve significant amounts of the individual's time.¹
4. The job has already been identified in the planning required for a project.

DEFINING TASKS

The task approach often is simple to use because much of the work has already been done in the planning of a project or program. The same thought process and effort can be used to do the individual performance planning along with program or project planning.

A program plan may be as detailed as the PERT (Program Evaluation Review Technique) network necessary to help put a person on the moon or it may be as simple as a list of jobs an individual needs to do in order to achieve some smaller goal. The point is that a program plan, regardless of how detailed, delineates specific tasks and in many cases identifies specific people or groups responsible for accomplishing these tasks. In addition, the program plan indicates milestones that specify tasks and completion dates. Regardless of the form and extent of this program plan, data that identify tasks, dates, who is responsible, and to what degree (e.g., what percentage of a work-year) can be used in performance planning. When a person has been identified as having a specific responsibility for more than approximately 0.1 work-year, that individual should enter a brief description (a few words) in the "Responsibilities" column of the performance plan (Figure 2). Such descriptions should be written for all significant program or project tasks (those requiring approximately 0.1 work-year or more of an individual's time).

Task identification for the individual should not require increased work or time, since well-run programs already involve such effort. In fact, many groups practice work-loading in the normal course of work. Tasks are identified and people are assigned to them (hopefully by joint discussion

¹ The figure 0.1 work year was presented earlier as a rule of thumb: if an effort takes less time than this, consider using function approach.

between employee and supervisor); then a summation is made to determine if all individuals are “covered.” That is, all the tasks assigned to each person, together with the amount of time (of work-years), are listed. Then the total of these tasks and times are compared to the available 1.0 work-year per person. Obviously, if the total for an individual is greater or less than 1.0 work-year, adjustments to the performance plan must be made. Translating this work-loading effort to the performance planning portion of the performance evaluation process, as shown in Figure 7, is a simple matter.

Regardless of whether or not the work-loading approach is used, use of the task approach makes sense for any identified task that will encompass a significant portion (greater than 1 month, or approximately 0.1 work-year) of an individual's time. This is especially true for an employee working a significant portion of time for a group other than the home code, for example, an engineer working for a program office. A brief listing of the required task should be placed in the “Responsibilities” column of the performance plan just as if the task had come down the individual's formal chain of command.

The task approach can be used throughout the year. Any time an individual receives a significant task assignment, that assignment and a description of the results expected should be entered on the performance plan.

The following are examples of task statements that might be written in the “Responsibilities” column of the performance plan.

1. Develop the circuitry for the new Sidewinder seeker.

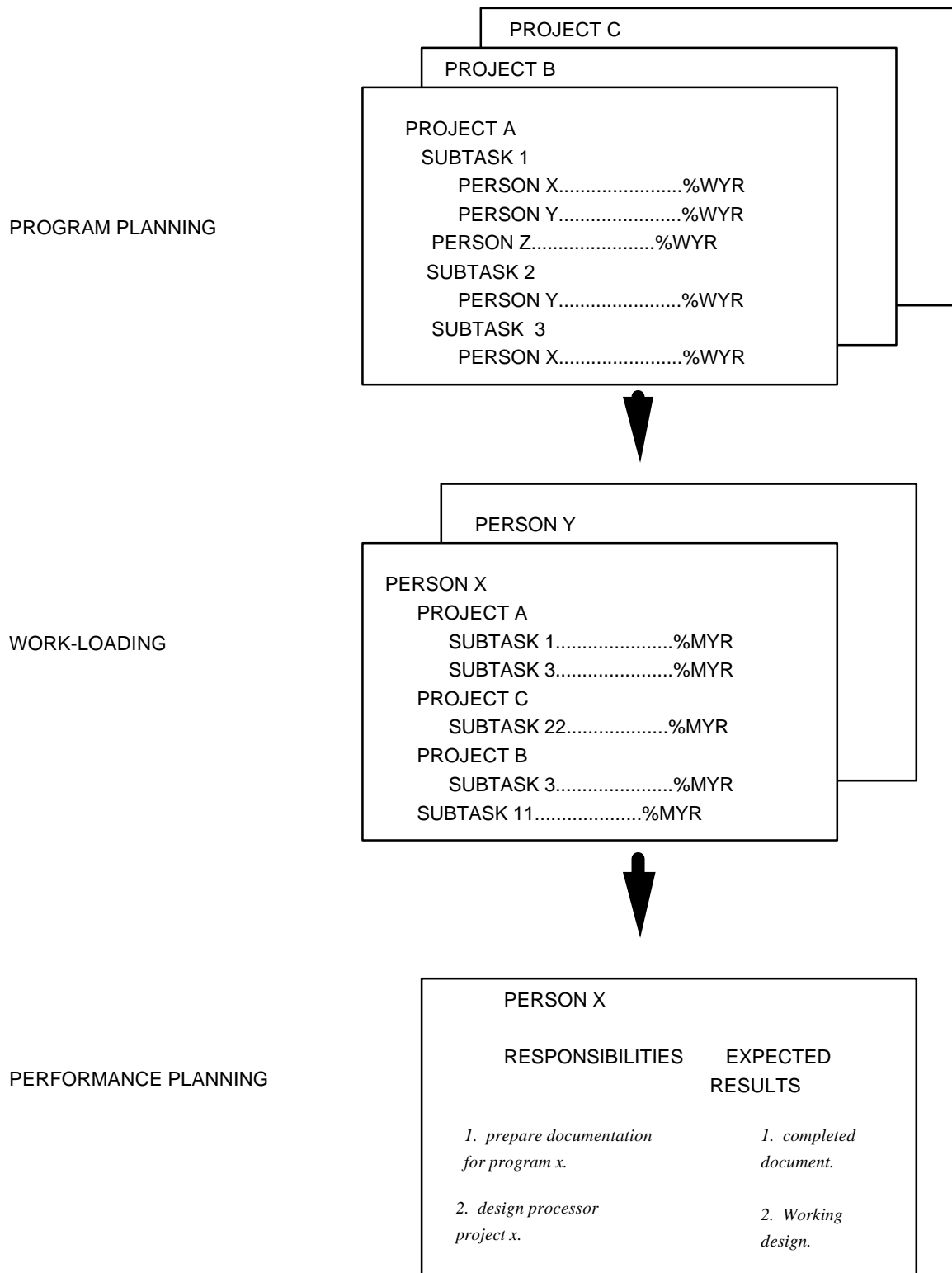


FIGURE 7. Performance Planning as an Outgrowth of Program Planning.

2. Perform a literature search and analysis of the combustion of nitramine propellants.
3. Perform an analysis of the Soviet threat to the U.S. Fleet in the Indian Ocean.
4. Perform a mission analysis designed to maximize the range of a strategic missile of given dimensions.

DEFINING EXPECTED RESULTS

To define results expected for tasks, the employee and supervisor should ask the following questions: (1) How will the employee know when the task identified in the “Responsibilities” column is done? and (2) How will the employee know how good the product is? A statement of expected results for a task should answer these questions by fulfilling the following criteria:

1. Specify which aspect(s) of the task will be measured.
2. Tell what level of achievement is required for a successful product of the task.

Characteristics of Expected Results

Expected results are developed specifically for the individual, not for the position. When the expected results are properly defined, these results should be

- Attainable
- Specific
- Observable
- Verifiable
- Job-relevant
- Level-relevant
- Realistic
- Stated in terms of results

Expected results, once they are defined by the employee and the supervisor, should be noted in the appropriate column of the performance plan. The following are examples of statements of expected results for tasks identified in performance planning.

1. A circuit diagram for the new Sidewinder seeker by July 1980. The resulting circuit should be capable of a (specific)-ns response with a (specific)-mv signal strength and (specific) signal-to-noise ratio.
2. A published literature review of nitramine propellant combustion by 1 July 1980 and analysis of finding by 1 November 1980, with the results of the analysis communicated to Code 32xx by 20 November 1980. Quality will be determined jointly by branch head and head of Code 32xx.

As shown by the above examples, expected results clearly indicate what is expected (i.e., outcome, actions, required, impact, etc.). Expected results define successful completion of a task through such measures as a deadline, events on a milestone chart, quantity (completion of 100 widgets), quality (tolerances within $\pm .001$ inch), product (publication of a report or delivery of materials). One subjective but still appropriate measure of successful task completion may well be that the employee knows the task is done because the supervisor is satisfied.

For long-term tasks (extending over more than one rating period), establishing intermediate milestones that define the specific results to be achieved or actions required during the rating period may be appropriate, and allows the rating official to evaluate the level of progress made at a given time.

The employee should be careful to avoid being accountable for accomplishing results over which they has no control. In cases where other parties must act to ensure achievement of the expected results, either this information should be recorded on the performance plan or the parts of the task under the employee's direct control should be specified.

RISKS AND BENEFITS

The task approach to performance planning has some built-in risk factors. Because the approach leaves little room for ambiguity, the employee is highly accountable for the results of assigned tasks. The task approach may also require frequent updating of the performance plan to recognize external factors that change the expectations of results. Furthermore, the task approach tends to overlook behavior patterns that may either enhance or detract from completion of future tasks.

To counter these risks, the task approach has significant benefits for the employee. Because this approach is specific and well-focused, the employee has a clear picture of what is necessary for successful performance. Outcome is easier to award than process, because the rating official can point to some concrete evidence of performance. Finally, the task approach to performance planning may be easier to use than the function approach, because task planning is already a routine part of most project-oriented jobs.

WHEN THE TASK APPROACH IS INAPPROPRIATE

Although the task approach to performance planning is simple to use, performance planning should not be forced into this approach. The task approach should be considered when the program planning has indicated a desired specific result, has identified who should provide this result, and has indicated that the effort will involve significant time (greater than 1 month). If the above

criteria are not met, the function approach or a combination of task and function approaches should be considered. In this combination approach, the task approach would be used for efforts greater than approximately 0.1 work-year, and the function approach would be used to describe the rest of the job.

Chapter 4

FUNCTION APPROACH TO PERFORMANCE PLANNING

When the constraints of a position make it impractical to approach the development of expected results in terms of specific task assignments, a better approach is to identify the major functions or parts of the job as a basis for performance planning. The function approach to performance planning concentrates on process and seeks to answer the following questions:

1. What are the parts of the employee's job?
2. How will the employee know when these functions are being satisfactorily performed?
3. How will the employee know how well the functions are being performed?

The function approach is best used when

1. The effort involves continuing responsibilities or broad job duties.
2. The individual has a high degree of mutual dependence with others in his or her work group.
3. The effort encompasses many small tasks (each taking less than 0.1 workyear).
4. The work unit is dependent on the requirements of customers.

DEFINING FUNCTIONS

In the function approach, the PAC, PD or JD are used as a basis for subdividing the employee's job into major components (functions) and then addressing each function in terms of what the employee actually does.

Verbs such as plan, report, analyze, consult, and design are often used to describe job functions.

The list provided below suggests some types of work covered by representative functions at NAWCWPNS. The list illustrates how the work described in the PAC, PD, or JD can be categorized into major subdivisions to allow the employee and the supervisor to focus on the more important aspects of the employee's job. The list has broad applicability for many NAWCWPNS positions but is not intended as all-inclusive. Functions on the list may be modified to reflect the particular job, and other functions may be added to fully cover all functions described in the PAC, PD, or JD.

Sample Functions

Analysis—provide preliminary or detailed data comparisons; apply systematic methodology to perform studies and evaluations of policies and procedures; verify the accuracy and completeness of data; identify problems and solutions; refine merit of conclusions; decide on the feasibility, suitability, adaptability, and operational utility of systems and system concepts.

Consultation—provide expert advice on advanced concepts or techniques in the applicable skill areas for local, national, or international dissemination. Professional judgments and decisions are required and accepted with minimal higher level review.

Coordination—communicate, report, and disseminate information; conduct liaison activities; integrate, oversee, and expedite actions; interface with off-Center program managers.

Development (Design)—formulate concepts and approaches; implement hardware and software concepts into paper designs for use in components, subsystems, and systems; be familiar with current design concepts and use state-of-the-art designs in the development of new and advanced systems.

Fabrication/Installation—transfer or implement paper designs into hardware and software; study applicable fabrication processes; physically place developed hardware and software items into systems, subsystems, or components.

Human Relations—counsel or assist employees on job-related matters; ensure compliance with EEO laws; represent the Center with contractors.

Planning—define, schedule, coordinate, and conduct detailed phases of technical work in a project or program; manage a project or program requiring interfacing, controlling, directing, coordinating, and scheduling across broad organizational lines.

Reporting/Documentation—Prepare periodic progress and technical reports; prepare official letters; prepare design documentation for newly designed or modified equipment using applicable Navy documentation standards.

Research—develop new and/or improved techniques and procedures, equipment, materials, products, processes, tests, or scientific methods; conduct experiments or investigations; contribute inventions, new concepts, techniques, theories, or implementations.

Supervision—control or administer an organization or functional group having one or more subordinate project leaders; provide administration and technical management of a branch or division; control an organizational group responsible for a specific minor or major task or program assignment.

Testing—conduct laboratory, bench, captive, flight, environmental, or structural tests; review and monitor test data; evaluate test results to assess progress and diagnose problems; recommend solutions to problems encountered during testing.

Administration/Implementation—develop and execute policies and programs; review procedures and control systems; provide staff or technical guidance; perform special assignments; initiate organizational improvements.

Evaluation—review and monitor efforts in order to assess progress and diagnose problems; judge proposals; formulate recommendations.

Refining Functions for Job Specificity

The broad descriptions of duties given in the PAC, PD, or JD usually do not describe the actual projects, programs, or work statements upon which the employee is working. Therefore, each function should be made more specific by including a summary statement of the work to be performed along with an identification, where possible, of the tasks or projects involved. These tasks are likely to be small, many, and varied. Functions also may be related to a specific duty, related group of duties or responsibility; a new thrust that is measurable; or an instruction to maintain a current level of activity.

The process of refining functions may be looked on as a process of defining exactly what the individual employee means by the particular verbs that define his or her job. For example, “analysis” may encompass many types of activities, even within the specific job function of financial analysis. In one office, the associated objective may be to “Analyze the ABC Reports in comparison with projected costs.” Yet in another unit, the financial analyst's objective may be to “Analyze cost and pricing proposals as submitted by prospective contractors.”

A given function often may have more than one assignment and more than one expected result. In such a case, refining functions would involve grouping such assignments together if the relative importance of each is the same. All such assignments must be within the scope of the identified job function.

The following example from the Demonstration Project is provided to aid in the understanding of a method that may be used to arrive at specific functions for a function-oriented job.

A PAC for a Level III Operations Research Analyst contains the following:

Title: Nonsupervisory Operations Research Analyst

Level: DP-III

NAWCWPNS Code: 024

Functional code: Development

Speciality area code:

Primary—Operations Analysis

Other—Systems Analysis

Major Duties and Responsibilities

1. Duties include the following:

a. Planning, scheduling, coordinating, and conducting detailed phases of technical work in part of a major project or in a total project of moderate scope.

d. Formulating, analyzing, modeling, evaluating, and advising on the feasibility, suitability, adaptability, and operational utility of systems and system concepts.

h. Serving as technical staff specialist and consultant for the application of advanced concepts, techniques, or evaluations.

2. Responsibilities include the following:

a. Planning, coordinating, evaluating, supporting, and directing specific technical area, program office, or application of advanced concepts or theories.

d. Formulating and conducting a systematic research attack on a problem of considerable scope and complexity.

f. Conducting major analyses and system study involving major operational systems and concepts of significant organizational significance.

In this example, the employee is a senior analyst primarily involved in analyzing foreign threats to the Fleet. The employee and the supervisor review the PAC and conclude that items 1a, d, and h are most representative of what the employee does as an analyst. The employee and supervisor decide that the major functions implicit in these duties are

- Planning
- Analysis
- Reporting/documentation
- Consulting

Next, the employee and the supervisor describe each of these functions in terms of action. Thus, under “Planning,” a very brief description is given of how a program is developed and an analysis schedule is established. The function and description appear in the first column of the performance plan as follows:

Planning—Create a program plan for each task assigned. Each plan should include milestones, budget limitations, and all resource requirements. For each plan establish an analysis schedule detailing the specific approach to be used and the assignment of responsibilities.

Analysis—Review all relevant Fleet data. Compare foreign literature data with intelligence reports and evaluate threat to the Fleet.

Reporting/Documentation—Write appropriate intelligence briefings. Prepare and report CIRC profile.

Consulting—Maintain state-of-the-art knowledge of (specific) threat and how it affects or may affect the Fleet.

In brief form, the major functions of this employee's position have been listed and defined. The length of the descriptions are for the most part defined by what the employee and the supervisor feel is adequate. Normally, the more senior an employee is the less detail will be needed to describe the functions. In the case of a less experienced employee, the supervisor probably will find that more detailed and specific statements are needed.

DEFINING EXPECTED RESULTS

Once functions have been identified, expected results that define fully successful performance must be established. These expected results will not only help the employee know just

what the job processes are but how well they are to be performed. These results should clearly define outcomes, actions required, impact, etc., and should include measures of quantity, quality, timeliness, etc., as appropriate.

Expected results defined for the rating period are used to establish (1) the means by which both the employee and the supervisor can identify what is expected for fully successful performance, and (2) the basis for assessing the employee's actual performance at the end of the rating period.

The employee and supervisor can define results expected for functions by asking (1) How will the employee know when the parts of his or her job are being satisfactorily performed? and (2) How will the employee know how well these parts are being performed? The answers to these questions will result in a statement of expected results that

1. Specifies what aspect(s) of the function will be measured
2. Tells what level of achievement is required to fulfill the function

Characteristics of Expected Results

Expected results are defined specifically for the individual, not for the position. They should be

- Attainable
- Specific
- Observable
- Verifiable
- Job-relevant
- Level-relevant
- Realistic
- Stated in terms of results

Establishing milestones for long-term functions is important so specific results can be seen during the rating period. Avoid building in failure; failure at achieving expected results is very possible unless the employee “owns” only the functions they can control and unless the employee specifies on the performance plan any resource requirements, circumstances, or factors that are essential to attain the results expected. Such notes are especially important in circumstances where fulfillment of a responsibility or accomplishment of a result is partially dependent on actions to be taken by the supervisor.

Defining expected results for functions that will be observable, verifiable, and specific may appear more difficult than defining expected results for tasks. For this reason, identifying specific performance dimensions is particularly important for the function approach.

Performance Dimensions

Performance dimensions are observable or measurable aspects of a function that generate the desired results. Some examples of performance dimensions are listed in Appendix D to assist in thought stimulation.

Identification of specific performance dimensions is particularly important in developing expected results for individuals in positions (such as those in service or support groups) that have major areas of responsibility that require incumbents to work on a large number of unrelated tasks generated by customers outside the immediate work group. Such work may be difficult to predict and, because of the volume and variety, not conducive to defining normal, specific expected results.

One approach to resolve the dilemma of defining expected results for these individuals is to determine what dimensions are relevant to the product and then specify where the data will come from to provide the measures of success. That is, the supervisor and employee agree that no specific standard will fit all the jobs in a particular function. Therefore, the focus is on the dimensions common to success in such work. The sources, which the supervisor will use to determine if performance met the need, are listed. For example, an individual is a specialist in certain technology and receives many and varied tasks during the performance period. These tasks may be accomplished in time frames from a few hours up to several months. If a common dimension for success on such work is “timeliness,” the supervisor and employee may agree that the measure of success will be stated somewhat as follows:

Each task will be completed in the time frame agreed to by the sponsor or customer. Success in meeting the time frames will be checked by reviewing documents, checking with customers, checking with project office(s), etc.

Other performance dimensions that are appropriate for the function approach may take into account measurement criteria based on an average or a norm (identification of how much time the fully successful employee would take to run a routine program, for instance), successful solutions to problems, and the number and complexity of programs. Customer satisfaction will usually be a major consideration, and peer perceptions also may be solicited.

Negative, as well as positive, measures are worth considering. An absence of customer complaints, for instance, will probably indicate successful performance of a customer-oriented function. Another measure would be little or no necessity for the employee to re-do a particular process.

RISKS AND BENEFITS

The function approach, which is demonstrably more difficult to use than the task approach, also has some built-in risks. Because performance plans defined with this approach tend to be somewhat ambiguous, the employee has less clearly defined accountability than with the task approach. Performance plans are more diffuse, less focused, which means the employee is less sure about what is expected. Awards are more difficult to justify, because they usually are given for outcomes, not processes.

The function approach also has benefits that make its use desirable for many employees. Jobs that encompass many tasks of short duration are best defined with this approach. Employees also can get recognition with this approach for behavior that is an essential part of job performance (for sales, service, or other jobs where dealing successfully with people is important). A high degree of successful teamwork also can best be recognized through this approach. The function approach avoids making minute changes to the performance plan in cases where many plan changes occur.

Chapter 5

PERFORMANCE MONITORING

Performance monitoring, or progress review, constitutes the important second phase of the performance evaluation process. As the link between the performance planning and performance assessment activities, progress review plays a significant role in accommodating the dynamic nature of the NAWCWPNS work environment and of the performance planning and evaluation cycle.

The progress review provides an opportunity for the employee and supervisor to update the performance plan and ensure that the assessment at the end of the rating period is based on current expectations for the individual.

This section of the handbook presents the progress review in terms of what is involved, the responsibilities of the concerned parties, the timing of progress review, and the procedure for making changes to the performance plan.

PURPOSE OF THE PROGRESS REVIEW

Progress reviews serve as an excellent opportunity for the employee and supervisor to accomplish the following:

1. Review progress to date toward the planned level of achievement.
2. Provide performance feedback to the employee.
3. Identify and resolve problems (such as constraints on resources) that constitute performance obstacles beyond the employee's control.
4. Initiate corrective actions, if necessary, to modify the statements of expected results to reflect current work conditions.
5. Adjust work priorities to accommodate the impact of new work requirements, schedule changes, organizational modifications, and project cancellations that necessitate revisions in program emphasis.

6. Establish new tasks or functions for the rating period that were not known or definable at the time of the performance planning session; delete tasks or functions no longer appropriate under current conditions.

7. Examine ways to improve the existing level of performance on assigned tasks and functions.

The progress review includes a validation of the performance plan. Depending on the circumstances, this review session may be simply a discussion of progress to date with no changes to the performance plan; or the review session may involve significant revisions to the plan. Changes to any aspect of the performance plan may involve additions, deletions, or modifications. Clear communication between employee and supervisor is necessary on all changes to the performance plan; clear communication is appropriate at progress reviews.

NUMBER OF REVIEWS REQUIRED

Changes to the performance plan may be needed at any time during the performance evaluation cycle, and informal progress reviews may be initiated by either the employee or the supervisor in order to accommodate such changes. However, these informal reviews should not replace planned reviews of performance before the end of the rating cycle.

Although the number of progress reviews will vary according to individual and organizational needs, a minimum of two is required during the performance evaluation cycle. Their occurrence and timing are as follows:

Required—Progress reviews at approximately 5 and 9 months

Suggested—Progress reviews at the end of major program milestones, at project completion, or when any significant changes have occurred with the employee's job

Other reviews should be held as needed to change performance plans and help ensure fully successful performance.

CONTENT OF REVIEW

In reviewing progress, the employee and supervisor should compare the employee's accomplishments to date with the performance plan. Obstacles experienced by the employee should be discussed. Some obstacles are beyond the employee's control; changes to the plan may be in order if these obstacles are likely to impact achievement of the expected results. For other obstacles, the supervisor can contribute relevant personal knowledge and experience to suggest ways to work around them. Where accomplishments appear to fall below the supervisor's expectations, correction may be advised. The supervisor also might suggest alternate behaviors and work methods that would improve performance. In cases where progress suggests that final appraisal may be low or may result in management action, a corrective action plan should be initiated. Such a plan serves to give official notice of deficient performance, provide formal notification of problems, and recommend specific actions required to improve performance. In cases where performance is exceptionally good, progress reviews serve to reinforce the employee by acknowledging strengths, personal dedication, and growth.

Statements of expected results should be reviewed periodically to ensure they are still current and achievable. If, for reasons beyond the employee's control, an expected result becomes unrealistic or is no longer applicable, necessary changes should be made and documented.

A revision of the plan can be initiated either by the employee or the supervisor. The supervisor has the responsibility to ensure that revisions are actually required and that the revised plan is still equitable with regard to employee level, job expectations, and identified tasks and functions of the job.

Revisions to the performance plan should be entered on the back of the form. The date of the progress review and initials of the employee and supervisor should be included. Then these progress review notes are reviewed one level up to maintain equity across a broader base.

Just as in performance planning, if the employee and supervisor cannot agree during progress review discussions, the employee may document the disagreement (see “Disagreement with Identified Expected Results” in Appendix B) for possible mitigation in the subsequent assessment process.

DOCUMENTATION OF ACCOMPLISHMENTS

Progress reviews serve as a meaningful time to document achievements that must be summarized at the end of the rating period. Periodic notation gives the employee and the supervisor a broader, more accurate base to evaluate performance at the end of the rating cycle and helps avoid omission of significant events that may be forgotten later. A separate page kept with the performance evaluation package can be used to assist in recall of events that occurred throughout the year. For colocated employees, documentation might well include evaluations from host supervisors. An example of this would be, for junior professionals, keep the JP Tour Assessments in the performance evaluation package.

The following guidance may be helpful in deciding what to document.

1. *Seek employee input.* Employees often recall accomplishments in accurate detail. The supervisor makes final decisions on what to document, but employee input may save work, encourage serious self-evaluation, and (where accurate input is used) increase employee participation in the process and awareness of overall performance.
2. *Highlight significant achievements.* Major accomplishments, milestones, or activities need to be focused on; minor ones do not.
3. *Note significant difficulties.* Noting difficulties is valuable not only when performance is low but when the employee achieves well in spite of adverse conditions. If trends develop, the supervisor also may suggest developmental or training needs.
4. *Consider the performance dimensions.* The statements of expected results specify which aspects of the tasks or functions are to be measured; these aspects are the ones to monitor.

5. *Consider the level of achievement.* Statements of expected results also specify desired levels of accomplishments. Documentation should include comparisons between the level expected and the level achieved.

6. *Note diversionary activities.* The special committee assignment, short-term side project, or extended leave may later impact achievements. These activities may need to be considered in future evaluation.

7. *Monitor key responsibilities.* The importance of performance in the identified key areas requires accurate notes on achievements in these areas.

8. *Acknowledge efforts to improve.* Where midyear correction has been suggested, objective notes should be kept on the employee's efforts, the effectiveness of which may later be evaluated.

9. *Avoid the halo effect.* Whether positive or negative, the supervisor's feelings about the employee's personality, past achievements, outside activities, or unusual achievement on one task or function should not foreshadow objective documentation of achievements in all areas.

SUMMARY

In summary, progress reviews are designed to serve as an effective vehicle for the exchange of information between the employee and the immediate supervisor to ensure that there will be no surprises at the assessment interview.

Chapter 6

PERFORMANCE ASSESSMENT

Assessment of performance based on carefully planned and monitored expectations should occur at the end of the performance evaluation cycle. Therefore, the resulting overall assessment, represents an assessment of the totality of an employee's performance for the rating period.

SUPERVISOR AND EMPLOYEE RESPONSIBILITIES

Performance assessment involves active participation of the supervisor and employee. The performance assessment responsibilities of the supervisor are as follows:

1. Document the accomplishments made by the employee during the rating period using one of the methods described below. Documentation for colocated employees should include input from host supervisors. For JPs, documentation will include JP tour assessments. A discussion with the reviewing official before the employee performance assessment interview may be desirable.
2. Assess the employee's performance and conduct an assessment interview to discuss performance details. The supervisor is expected to inform the employee of his or her overall assessment of the employee's performance (above, at, or below expectations).
3. Initiate appropriate action for recognition, awards, pay, or other personnel actions.

Performance assessment responsibilities of the employee are as follows:

1. Perform a self-appraisal (optional but strongly recommended). Written material used in this process will not become part of any "system of records," but will be used for discussion only.
2. Participate in the discussion of accomplishments during the assessment interview.

3. Provide information to justify desired performance rating.
4. Recommend training courses and/or work assignments that would contribute to improved work performance.

THE ASSESSMENT PROCESS

The process for the performance assessment is as follows:

In August of each year, the supervisor and the employee will meet and, using the performance plan as a basis, discuss each task and/or function and determine whether the employee (1) met expectations for fully successful performance, (2) exceeded expectations, or (3) did not meet expectations. This discussion will be summarized on the performance assessment form, with a statement in the evaluation column summarizing how well expected results were met for each task or function. A check will be made in the appropriate column on the right side of the form to indicate the rating for each task or function.

Then the supervisor will prepare a general narrative summary of the total evaluation on the back of the form. To arrive at the overall assessment, the supervisor should consider all marks perspective to the relative importance of each task or function. Then the supervisor must make an overall assessment of “highly successful”, “fully successful,” or “less than fully successful.” No simple formula for arriving at this assessment exists. The relative weight of each task or function must be considered along with the impact that the performance of that task or function has on the job as a whole.

THE DEMONSTRATION PROJECT OFFICIAL RATING

The official rating for Demonstration Project employees directly impacts the employee's pay. The determination of the final official rating requires multifactor considerations. The assessment of the employee's performance is a critical factor in these considerations. However, a combination of other factors, such as the employee's pay level, the perceived value of the employee relative to others in the organization, the employee's long-term contribution to the organization, and other factors, will be considered in determining the final official rating. Management's responsibility for salary management may impact the official rating process. The Demonstration Project is not a pay-increase-for-performance system: it is a pay-for-performance system.

An overall assessment of “highly successful” will be sent to the appropriate department Performance Review Board (PRB) for the assignment of a “1” or “2” official rating after the reviewer (usually at the next level of supervision) has approved the assessment. The PRB also will determine whether each employee assigned a “1” rating will receive a “C + 4i” or a “C + 3i” salary adjustment. Although PRBs will vary from department to department, some general guidelines have been established (Appendix E).

An overall assessment of “fully successful” will be approved by the reviewer and then returned to the supervisor, who will assign an official rating of “3.” The supervisor and reviewer will jointly determine whether the employee receives a “C” only or a “C + i” salary adjustment.

An overall assessment of “less than fully successful” will be referred to a problem-solving team (consisting of the supervisor, reviewer, personnel advisor, and other appropriate resources), which will meet with the employee to determine what corrective actions are necessary. The supervisor and reviewer will assign a “4” or a “5” rating based on their findings and the personnel advisor's inputs.

An employee who has been given a rating of “2,” “3,” “4,” or “5” may request reconsideration of the rating, as described in Appendix B.

Chapter 7

DEMONSTRATION PROJECT CAREER DECISIONS

In the introduction several benefits of a good performance evaluation process were presented. Some of these benefits are concerned with decisions affecting an employee's career. The following questions reflect these career decisions.

1. Does the employee's performance merit an increase in salary?
2. Has the employee met the criteria for promotion or advancement? If so, are opportunities available?
3. Does the employee deserve recognition or reward? (The rewards do not necessarily have to be financial in nature).
4. Does the employee want or need special training to improve skills or learn new ones?
5. Does the employee's work measure up to the expectations of the Center?

PERFORMANCE EVALUATION AND DETERMINATION OF PAY

The Demonstration Project is based, in part, on the “pay based on performance” concept. The following discussion explains the implementation of this concept.

Chapter 6 discussed the performance assessment part of the performance evaluation system; included was an explanation of how the first-level supervisor's performance assessment is converted into an official rating. These official ratings are

<u>Rating</u>	<u>Definition</u>
1	Performance that is demonstrably exceptional—clearly deserving of recognition equivalent to a within-level promotion.
2	Quality performance that exceeds the fully successful standards.
3	Fully successful performance—meets the expected results of the performance plan. Growth and progress in normal for NAWCWPNS.
4	Below fully successful. Corrective action needed.
5.. . . .	Substantially below fully successful. Serious performance deficiencies. Needs significant improvement for work work to meet established standards.

Once these official performance ratings are made and approved, the following payouts apply:

<u>Rating</u>	<u>Salary increase¹</u>
1	C + 4i or C + 3i
2	C + 2i
3	C + i or C
4	C/2
5	0

The value of an i increment is calculated for each pay level (Levels I, II, III, IV, and V) according to the method given in Table 2.

¹ C represents the comparability salary increases as determined by Congress and i represents a salary increment.

TABLE 2. Determination of Method of Increment and Number of Increments for Demonstration Project Incentive Pay System.

Step	Activity
1	Multiply 0.015 by the top salary of the appropriate level.
2	Calculate the span of salary rates for the appropriate level by subtracting the bottom rate from the top rate.
3	Divide the span by the amount calculated in step 1. The integer portion of this quotient establishes the number of increments in the applicable level (the number of rates is one, plus the number of increments counting the beginning of the level).
4	Divide the span obtained in step 2 by the integer value of the increment obtained in step 3. The integer portion of this quotient establishes the amount of an increment for the applicable level, except that the last increment in the level includes an amount equal to the fractional portion of the above quotient multiplied by the integer obtained in step 3. The last increment value is necessary to match the maximum salary rate for each appropriate level.
5	The tables of salary rates are obtained by adding the value of an increment (from step 4) to the bottom or beginning rate for each level, and sequentially continuing to add the increment value until the next-to-largest rate is obtained. The largest and last rate is equal to the top rate for the appropriate level.

An employee who receives an assessment of less than fully successful will be referred to a problem-solving team. As mentioned in Chapter 6, The purpose of this team will be to ascertain the equity of the assessment, recommend a course of action for the employee to improve performance, make recommendations concerning the severity of performance deficiency, and assign a rating of “4” or “5.”

The decision-making process for performance assessment and pay setting is summarized in Figure 8.

USE OF THE CASH BONUS (b's)

The Demonstration Project was designed to link pay increases to excellence of performance. The Demonstration Project is not a system of automatic “pay increase” for performance, but is designed to be true pay

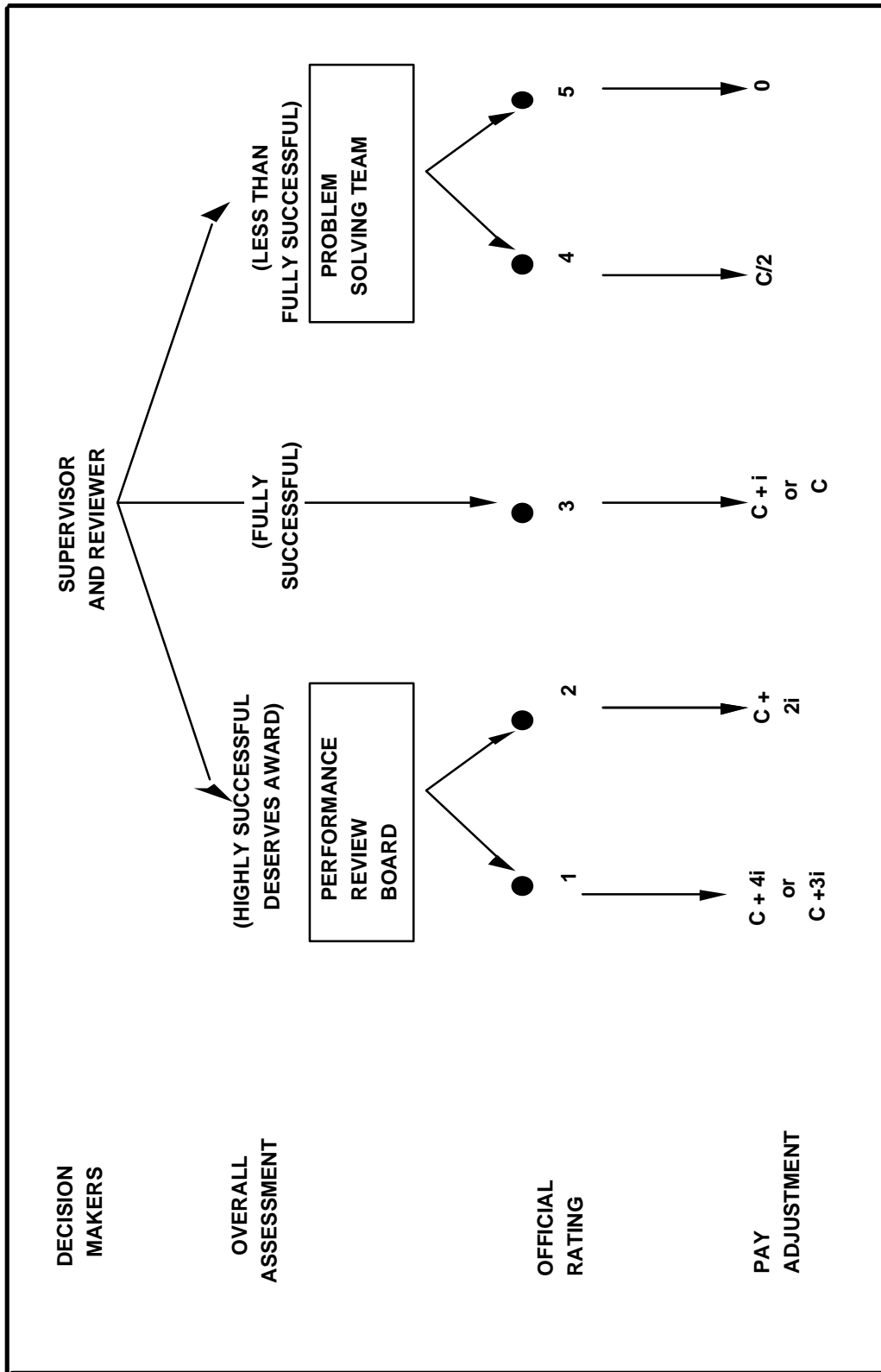


FIGURE 8. Decision-Making Process for Performance Assessment and Pay Setting

for performance. Anyone receiving a “1,” “2,” or “3” rating may be awarded from 1 to 4 b's. However, b's are not to be used in recognition for “1,” “2,” or “3” performance ratings. A cash bonus is not linked to the performance rating. There are no specific requirements as to how the bonus award will be made; rather, managers are given latitude for this decision. These conditions are offered as guides and are neither mandatory nor exhaustive. Managers are expected to maintain sound judgment in each instance where the cash bonus is to be awarded to an employee. Cash bonuses may not be substituted for i's awarded as the result of a performance rating.

Examples of conditions when cash bonuses could be an appropriate form of reward are as follows:

1. Prudent salary management indicates that an employee is currently earning as much as or more than is warranted for that level of work, but the employee's performance during the rating period deserves additional recognition.
2. Employee is occupying position of such a nature that “growth,” in the sense of expansion of the job and the duties, is not possible, and the employee is judged currently to have a sufficient salary for the position but warrants additional recognition for this rating period.
2. Employees who have performed assigned duties well over the past year but did not demonstrate professional or technical growth to the extent that continued performance at that level can reasonably be expected.

PERFORMANCE EVALUATION AND PROMOTION OR ADVANCEMENT

Individuals identified as highly successful will have increased “visibility” in the Demonstration Project because of the review by the PRB. The mere listing of such individuals also makes them more visible to department heads, the directorate heads, and the Technical Director.

In addition to these obvious benefits, the performance planning portion of the performance evaluation system allows the employee an opportunity to identify what he or she must do to advance. The performance assessment portion provides the employee with feedback on his or her areas of strength so the employee can advance by using and building on these strengths.

PERFORMANCE EVALUATION AND RECOGNITION AND REWARD

Remember that salary increase is not the only way to recognize fully successful or exemplary performance. Another source of information concerning other rewards (both financial and nonfinancial) is the individual department's personnel advisor.

PERFORMANCE EVALUATION AND TRAINING

The performance evaluation process provides an excellent opportunity for the employee to use performance assessment data as a basis for discussion of training needs. However, two meetings are recommended—one for performance assessment and one for identification of training—to accomplish this task. Research has shown that this two-meeting approach is more successful than an attempt to accomplish two purposes in the same meeting, partly because the supervisor is perceived in a “judge” role in the performance assessment and in a “coach” role in any discussion of employee training and development.

SUMMARY OF BENEFITS

There are, of course, other career decisions that may be affected by the performance evaluation process. Good open communication between employee and supervisor, the very heart of the Demonstration Project performance evaluation system, is expected to significantly enhance the success of an individual's career and ensure the success of the Center as well.

Appendix A

MATRIX MANAGEMENT OPTIONS FOR COLOCATED EMPLOYEES

As discussed in Chapter 2, colocation of employees with the projects and organizations they support has proven to be an effective means of projecting expertise when and where required. This matrix management approach has been adopted in varying degrees on-Center, resulting in a range of employee reporting and accountability configurations. The impacts of varying matrix management arrangements on the performance appraisal process must be considered in the Demonstration Project performance evaluation system.

The implications of perceived inequity between employees in essentially the same circumstances of reporting and accountability could be significant. The following guidance is provided to assist in dealing with performance evaluation and merit pay within this context.

OVERLAPPING RESPONSIBILITIES

The matrix management system levies responsibilities on both the administrative (home) supervisor and the technical (host) supervisor. Although the home supervisor is responsible for the employee's administrative requirements, such as training, reassignment, and promotion, the host supervisor is often viewed as having a more complete knowledge of the technical results expected from the employee's performance on a daily basis. This situation presents problems in the accomplishment of the performance evaluation process, which includes planning and definition of expected results, progress review, evaluation and feedback, and follow-on planning. Overlapping responsibilities and the absence of a consistent policy can cause confusion and subject the employee to unnecessary stress. No one best way exists to conduct the performance evaluation process in such circumstances, but clearly the employee must perceive the evaluation, regardless of how it is done, to be consistent with the evaluation of other employees in the same situation.

MATRIX MANAGEMENT OPTIONS

Four matrix management options are described below. These options include (1) permitting the administrative supervisor to define results expected and evaluate the employee, (2) permitting the technical supervisor to define expected results and evaluate with review by the administrative supervisor, (3) permitting joint definition of expected results with evaluation by the administrative supervisor, or (4) permitting joint definition of expected results with evaluation by the technical supervisor. Whichever option is selected, the employee and both supervisors must agree clearly on the method that will be used.

1. Administrative supervisor sets goals and evaluates the employee.
 - a. Planning phase is conducted by the administrative supervisor in consultation with the employee.
 - b. Administrative supervisor may informally consult with technical supervisor to ensure that the employee's total job is addressed.
 - c. Mid-term progress review is conducted by administrative supervisor; technical supervisor may be informally involved at the discretion of home supervisor.
 - d. Assessment of performance is by administrative supervisor.
2. Technical supervisor sets goals and evaluates the employee, administrative supervisor reviews the evaluation.
 - a. Planning phase is conducted by the technical supervisor in consultation with the employee.
 - b. Technical supervisor may informally consult with administrative supervisor to ensure that employee's total job is addressed.
 - c. Mid-term progress review is conducted by technical supervisor; administrative supervisor may be informally involved.
 - d. Assessment of performance is conducted by technical supervisor; administrative supervisor acts as reviewing official.
3. Joint planning; administrative supervisor evaluates.
 - a. Both supervisors formally participate in the planning process by conducting a joint meeting and base planning on written expected results from technical supervisor with concurrence of administrative supervisor.
 - b. Progress review is conducted by technical supervisor; administrative supervisor reviews and concurs with action recommended (modification of goals, etc.).
 - c. Assessment of performance is completed by administrative supervisor. Technical supervisor submits a tentative evaluation of performance on technical results achieved for use by administrative supervisor.

4. Joint planning; technical supervisor evaluates.

a. Both supervisors formally participate in the planning process through a joint meeting, and base planning on written expected results from administrative supervisor with concurrence of technical supervisor.

b. Progress reviews are conducted by technical supervisor; administrative supervisor reviews and concurs in changes to initial statements of expected results.

c. Evaluation of performance is completed by technical supervisor; administrative supervisor is reviewing official.

Appendix B

The process and due dates identified in Appendix B have been modified. Please click [here](#) to refer to NAWCWPN memo 12440 731000D/004 dated 8 July 98.

Click [here](#) to go to Appendix B.

Appendix B

PERFORMANCE RECONSIDERATION AND APPEALS

RECONSIDERATION OF PERFORMANCE RATINGS FOR DEMONSTRATION PROJECT EMPLOYEES

1. An employee who has been given a rating of “2,” “3,” “4,” or “5” may request reconsideration of the rating.

2. The request must be presented in writing to the third-level supervisor no later than the first Monday in November. Requests for reconsiderations received after the first Monday in November will be returned to the employee as being untimely unless the employee was a victim of circumstance beyond his or her control that precluded filing a timely request for reconsideration.

3. The request must include a copy of the performance plan and assessment and should provide sufficient detail to indicate why the employee feels a higher rating is warranted. The request should also indicate the rating desired.

4. The third-level supervisor will review the request, the performance standards used, and the documented final rating. This official may either grant the request of the employee or contact Code 621 and request that a recommending official outside the immediate organization and chain of authority be appointed. Code 621 will appoint the recommending official. The third-level supervisor also should notify the immediate supervisor and second-level supervisors that the request has been made. Copies may be made available to them as the third-level supervisor deems appropriate.

5. With the assistance of the Human Resources Department, the recommending official will review the case, meet with the employee, and perform whatever investigation deemed necessary to learn the facts of the case. The recommending official will report back to the third-level official in writing within 14 calendar days from the date of appointment. This report will recommend a final decision on the rating.

6. The third-level official will issue a final decision in writing to the employee within 7 calendar days of receipt of the recommending official's report. A copy of the recommendation and the decision will be forwarded to Code 621, to the immediate supervisor, and to the second-level supervisor by the deciding official. Upon receipt of a final decision that changes a rating, Code 621 will notify Code 626 of any changes that must be made in the database and will forward a copy of the final decision to the responsible Personnel Management Advisor who will ensure that any necessary Form 50s are processed.

Figure B-1 shows the process for reconsideration of performance ratings.

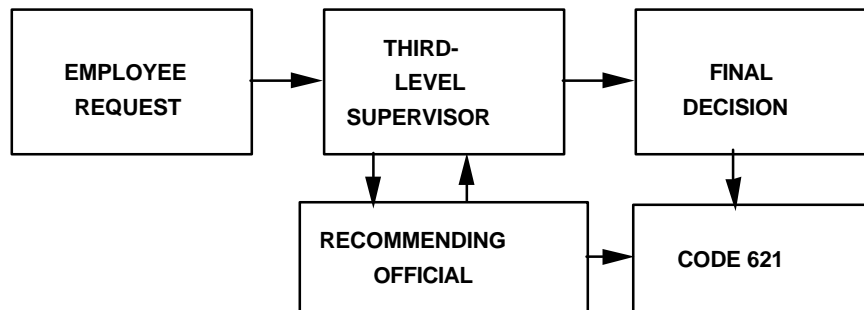


FIGURE B-1. Process for Reconsideration of Performance Rating.

RECONSIDERATION OF 4 OR 5 DEMO RATING CAUSING MIGRATION

1. The employee who receives a “4” or “5” rating that results in “migration” to a lower classification level may request reconsideration no later than 7 calendar days from the effective date of the SF-50 documenting the migration to the lower grade.

2. First, the employee must discuss the rating with the supervisor and reviewer to ensure that all parties understand the basis for the rating and the resulting action.

3. The employee must present the request for reconsideration in writing to the third-level official. The request, along with a copy of the plan and assessment, must be in sufficient detail to fully inform the official of the reasons why the employee feels the rating is unwarranted. The request also should state the rating desired. The request must be made within 7 calendar days of the discussion with the first- and second-level supervisors.

4. The third-level official will review the case and either grant the requested rating or notify Code 621 that the action should be reviewed by an ad hoc review board.

5. Code 621 will contact the employee, the supervisor, and the Office of the Commander to form the board. The ad hoc review board will consist of three individuals, one selected by the employee, one by the supervisor, and one by the Commander.

6. The review board will review the case and perform any investigation it considers necessary.

7. The ad hoc review board will forward the case with its written recommendations to the Commander. The recommendations must be submitted within 14 calendar days from the date of the board's appointment.

8. The Commander will review the case file and the board's written recommendations and issue a final decision in writing to the employee within 7 calendar days of receipt of the case. A copy of this decision will be forwarded to Code 621. Upon receipt of a final decision that changes a rating, Code 621 will notify Code 626 of any changes that must be made in the database and forward a copy of the final decision to the responsible Personnel Management Advisor who will ensure that the necessary Form 50s are processed.

Figure B-2 shows the process for reconsideration of "5" ratings that cause migration to the next lower level.

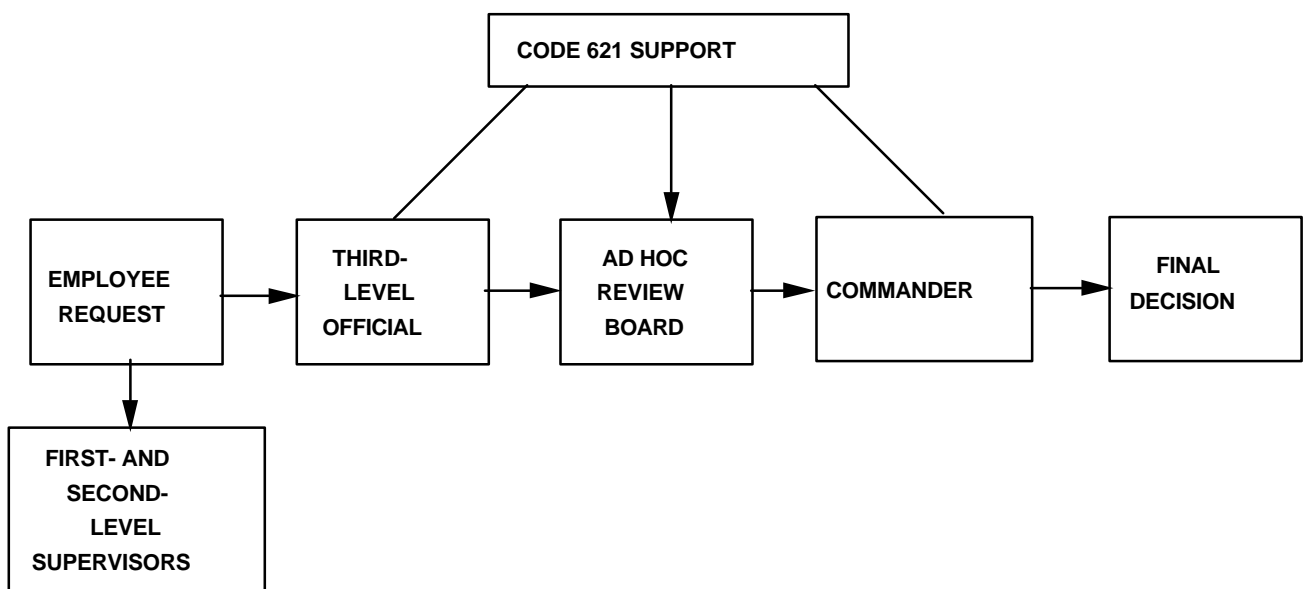


FIGURE B-2. Process for Reconsideration of 5 Ratings Causing Migration.

RECONSIDERATION OF A DEMONSTRATION PROJECT PAYOUT FOR A 1 OR 3 RATING

1. An employee who has received a "1" rating with a "C + 3i" payout or a "3" rating with a C only payout may request reconsideration.

2. The request must be presented in writing to the third-level supervisor no later than the first Monday in November. Requests for reconsiderations received after the first Monday in November will be returned to the employee as being untimely unless the employee was a victim of circumstance beyond his or her control that precluded filing a timely request for reconsideration.

3. The request should provide, along with copies of the plan and assessment, sufficient detail to indicate why the employee feels the higher payout is warranted.

4. The third-level supervisor will review the submission along with any other material considered relevant. The third-level supervisor may select a recommending official or fact finder if one is desired. The first- and second-level supervisors also should be notified of the request.

5. The third-level supervisor will make a final decision in writing within 14 calendar days from receipt of the request for reconsideration. A copy of the decision will be forwarded to Code 621, the immediate supervisor, and the second-level supervisor. Upon receipt of a final decision that changes a rating, Code 621 will notify Code 626 of any changes that must be made in the database and will forward a copy of the final decision to the responsible Personnel Management Advisor who will ensure that any necessary Form 50s are processed.

DISAGREEMENT WITH IDENTIFIED EXPECTED RESULTS

1. If the employee does not agree with the tasks, functions, or identified expected results at the beginning of the performance evaluation cycle or in any amendment to the performance plan, no appeal or grievance procedures will be available as long as these responsibilities and expected results properly reflect the duties assigned in the PAC.

2. However, while the employee has no outside complaint routes available, actions should be taken to ensure that disagreement is documented.

a. The employee should attach a statement of the disagreement to the performance plan at the beginning of the rating period or at the time an amendment is made, as appropriate.

b. As each progress review occurs, the employee should review the areas of disagreement and, if they still exist, redocument these disagreements in writing.

c. At the end of the performance rating period, if the areas of disagreement are a cause of a rating of less than a "1" that the employee disputes, the documentation of disagreement should be included in the request for reconsideration.

3. The employee also must give copies of any disagreement documentation to his or her supervisor at the time the disagreement is added to the performance plan.

4. Disagreement over the assigned task does not relieve the employee of the requirement to perform the duties as expected. Failure to perform assigned duties may result in adverse actions for the employee involved.

FORMAL ACTIONS FOR UNACCEPTABLE PERFORMANCE

1. Formal actions for unacceptable performance will be processed in accordance with FPM Chapter 432 procedures as described in NAWCWPNS instructions.
2. Appeal rights will be to the Merit Systems Protection Board (MSPB).

Appendix C

FACTORS OF CONTINUING MANAGEMENT RESPONSIBILITIES FOR DEFINING EXPECTED RESULTS

The following factors and subfactors are provided as guidance in developing the performance plan for “continuing management responsibilities.” These responsibilities are important to the successful performance of all NAWCWPNS managers and supervisors.

The rating official and the manager or supervisor being evaluated can use the checklist provided below as a “menu board.” Simply circle the factors and subfactors that best define the continuing management responsibilities for the position during the rating period and then attach this marked list to the performance plan.

Definitions in the form of suggested expected results are included for each factor listed as a responsibility. The employee may choose to make these expected results more specific and more measurable by adding measures of fully successful performance to fit the individual job.

<u>Responsibilities</u>	<u>Expected results</u>
<u>Planning</u>	
Planning and developing programs	Programs and research are planned and developed in accordance with organizational objectives and include realistic financial and technical goals.
Scheduling	Schedules are responsive to management direction. Sufficient detail is included to be understandable and to permit successful monitoring and control of program activities. Schedules contain realistic milestones and are set to minimize resource requirements.
Budgeting	Resource estimates are realistic and reflect schedule considerations. Activities are conducted within the overall framework and control of operating budgets. Cost-control techniques are used effectively.
Developing objectives	Long- and short-term objectives

	are realistic and responsive to the overall plan. Major milestones are identified and attained.
Developing and implementing policies and procedures	Policies are appropriate, responsive to management guidelines, interpreted consistently, and implemented well. Procedures are defined in writing and adhered to in accomplishing the routine work of the organization.
Furthering cost-effectiveness	Plans, procedures, and quality control checks are established to result in efficient use of resources. Proposals, plans, and requirements are evaluated to determine which techniques or approaches will be most cost-effective. Employees are encouraged to recommend cost-saving ideas.
Maintaining health and safety	The work environment is maintained at a proper standard of health and safety; personnel consciousness of commitment to an effective safety program is demonstrated; health and safety hazards are promptly diagnosed and corrected; regular safety inspections are conducted throughout the work unit; instances of personal injury or unsafe use of material resources are minimized.

Organizing

Developing organizational
structures

The work is effectively organized to form a flexible, balanced organizational structure according to the objectives to be accomplished, the talents of the people, and the resources available.

Organizing work

The work is organized to be consistent with organizational priorities and to facilitate a high output of service.

The work is organized to meet previously agreed-on milestones and to meet resource constraints.

Schedules and deadlines are met with an acceptable product. Flexibility and adaptability to changing work requirements are demonstrated.

Delegating

Responsibilities and commensurate authority are delegated to the lowest practical level; accountability for final results is retained and recognized.

Managing human resources

Furthering equal employment
opportunity

Positive and active support of the organizational equal employment opportunity program is demonstrated. Equal employment opportunity is ensured in all hiring, training, developing, and promoting actions, with appropriate attention to affirmative action goals. Effort is made to effectively attain affirmative action goals for the organization. Options are explored for using a minority contracting program as appropriate for products and services required by the organization.

Utilizing staff

Staff resources are used in an effective and efficient manner to ensure timely and proper completion of the organization's mission; a proper skill and grade mix is maintained. Appropriate cross training is conducted to ensure continuity of operation in anticipation of turnover. Personnel assignments are reviewed to ensure that they are appropriate

to current requirements. Employees are provided the opportunity to perform at their full potential, and those capable and desirous of challenging assignments are provided such assignments. An appropriate level of organizational discipline is maintained.

Selecting and developing
people

Sound judgment and active support of merit system principles are demonstrated in recruiting, hiring, placing, training, and promoting employees. Timely and appropriate career development guidance is provided to employees. Employee assessment is conducted as required; employees are counseled on their accomplishment of expected results. Employees are assisted in identifying and improving weak areas and capitalizing on strengths.

Motivating people

A work environment is established that encourages employee innovation and creativity. Employees are recognized and rewarded in a timely manner. Employees are kept interested in their work, and personnel turnover is appropriate.

Directing

Making decisions

Decisions are sound, timely, reached through a logical process, and understood and supported by those who are to carry them out. Decisions that must be deferred until all inputs have been analyzed are recognized and deferred. Employees' and subordinates' decisions are followed through.

Communicating

All personnel in the work unit are informed of significant matters in a timely manner. Important documentation is promptly disseminated, responsibilities are well defined, information-exchange sessions (meetings, conferences, symposia) are conducted at appropriate times. Effective oral presentations are used to present ideas in a convincing manner. Sound writing skills are demonstrated in clear, concise reports.

Demonstrating responsiveness
and cooperation

Deadlines are met.

	Cooperation within and between organizations is encouraged. Employee motivations are understood and responded to. Individual and group objectives are harmonized. Participative leadership is exercised.
Making improvements in work or service	Efforts are undertaken to improve service, increase productivity, or advance the state of the art. Actions are directed at resolving organizational problem areas, implementing innovative ideas, and identifying creative ideas for management review. An environment is created that encourages suggested innovations. Productivity is increased.
Advising/consulting	Technical information, advice, and guidance to others (including other organizations) are provided as required.
Management controls	Ensure that internal control objectives are met: resources are safeguarded from unauthorized use; only authorized transactions are executed; records and reports are reliable; resources are efficiently and effectively managed.
Managing personnel resources	Adhere to all statutory and regulatory requirements for position management, classification, and payroll execution. Ensure civilian positions are properly classified, positions and organizations are structured to achieve economy and efficiency in support of the organization's mission. Manages payroll funding levels within authorized limits.
Security	All subordinate personnel are aware of the security requirements that impact the performance of their duties. Provide training to ensure that employees apply appropriate security measures. Ensure appropriate actions are taken with employees who are, or could be, responsible for security problems.

Evaluating performance

Developing expected

results.	A clear understanding and commitment to efficient and effective use of resources are demonstrated. Realistic and straightforward statements of expected results are defined for personnel in the work unit. All personnel are clearly made aware of results expected, and all employees understand what constitutes a successful level of performance.
Evaluating work progress . . .	Employees are provided with accurate, concise, and timely feedback relative to planned progress and results. The progress of individual employees is assessed, and additional progress reviews are held as appropriate or if appropriate. Employees are notified in a timely manner if corrective action is needed to avoid unsuccessful or unacceptable performance. Appropriate higher management levels are kept advised in each case of unsuccessful or unacceptable performance. Feedback on progress relative to organizational goals is provided to the people in the work unit.
Conducting performance assessment	Performance assessment is conducted as the DEMO performance evaluation system requires; this assessment is timely, objective, and based on a comparison of actual performance with expected results. Causes for deviations from agreed-on expected results are identified, and appropriate corrective actions are recommended. Employees are kept aware of their performance trends throughout the performance rating period.
Correcting performance	Employees who do not achieve fully successful results are advised in a timely manner, and a corrective action plan is established. Employees are made aware of the consequences of continued unsuccessful or unacceptable performance; appropriate actions are taken when such performance continues.
Performing other continuing management responsibilities (as appropriate from the PAC, PD, or JD)	Various factors that may be unique to a manager's or supervisor's position should be identified to ensure that the plan is specific to the position.

Appendix D

PERFORMANCE DIMENSIONS AND MEASURES

Performance dimensions, observable, or measurable aspects of a function that generate the desired results must be included in statements of expected results to make it possible to measure the results that have been attained. The following list suggests some commonly used dimensions and provides examples of ways to measure these dimensions.

TABLE D-1. Performance Dimensions and Measures.

Dimension	Description	Sample measures
Quantity	Amount of acceptable work produced during a given period; output of organizational unit; progress toward group objectives	Cases per week Milestones met Percent completion of project
Quality Communication Responsiveness	Accuracy, thoroughness, usefulness of finished products, adherence to established guides or procedures	In accordance with Spec No. XXX Acceptance by (specified) higher management In compliance with XXX law or regulation X% approved by (specify) without modification
Timeliness	Expected turnaround time, promptness in meeting schedules	By (specific) date Within X days/months Monthly status report End 2nd quarter of fiscal year In accordance with XX milestone planned or scheduled

TABLE D-1. (Contd.)

Dimension	Description	Sample measures
Communication	Relevance and clarity of written/oral expression, effectiveness of interchanging ideas and information with others	<p>Weekly staff meetings held</p> <p>X messages transmitted within (specific) time</p> <p>X authorities notified within (specific) time</p> <p>Fewer than X complaints on clarity of instructions, guidance, correspondence</p> <p>Feedback provided for response/action items</p> <p>No negative impact on others' schedules</p>
Cooperation	Establishment and maintenance of productive relationships within and outside the organization, effective teamwork	<p>Allowance for time from others</p> <p>Scheduling or coordination of joint effort with branch, agency, industry, university, etc.</p> <p>Willingness to work overtime</p> <p>Assistance and advice provided to junior work group members</p> <p>Work priorities shifted to avoid jeopardizing planned program</p> <p>Willingness to adjust schedule to accommodate urgent needs of employees</p>

TABLE D-1. (Contd.)

Dimension	Description	Sample measures
Responsiveness	Adaptability to changes in work needs, plans, schedules, resources, and directions; adjustment of priorities; anticipation of future requirements	<p>Willingness to volunteer for tasks</p> <p>Response to inquiries within (specified) time</p> <p>Priorities shifted to accommodate unexpected organizational/system needs (with little or no schedule impact)</p> <p>Personnel problems resolved at lowest possible organizational level</p> <p>Planning in anticipation of future (specific) requirements</p>
Independence	Level of supervision specified in PAC, PD, or JD degree of initiative expected	<p>Initiative demonstrated in resolving questions</p> <p>Outside resources used for research efforts</p> <p>Legal/patent counsel consulted on pending invention</p> <p>Advice of experts sought, as appropriate</p> <p>Preliminary work group budget developed with direct supervision</p> <p>Schedules met without frequent supervisory monitoring</p> <p>Options thoroughly explored in staff work</p>

Appendix E

PERFORMANCE REVIEW BOARD (PRB) GUIDELINES

The following proposes a structure and guidelines for the establishment of PRBs. These guidelines serve two purposes: (1) distinguishing outstanding performers from the group identified as deserving of awards, and (2) making the higher levels of management aware of high performers within their organization.

The three concepts that influence these guidelines are management accountability, assessment equity, and encouragement of risk. Management accountability means that managers are allowed to manage resources below them and answer for the results and actions of their organizations. Assessment equity means that a consistent method of rewarding work performance and personnel ability is used. Without the encouragement of risk, the other two concepts could result in management by fear; that is, the employee is so fearful of making a mistake or failing that he or she makes “safe” decisions, which are only safe for the short term or in a parochial view.

THE PRB STRUCTURE

The actual structure of each PRB will be established at the discretion of the cognizant department head. However, an affected population base of approximately 100 persons is suggested. Therefore, in large departments the PRB might function best at the division level, with review and concurrence by the department head. The PRB should cover enough employees to allow many branches to be represented.

The composition of each PRB will be determined at the discretion of the department head and/or the designated representative. One concern is that sufficient advocacy be present at the PRB to ensure familiarity with the candidates' work. The further removed the employee is from the appraiser, the less the management accountability. The department's PMA also should be present as a participating observer to the PRB processes, giving information and guidance.

A record of the proceedings of the PRB should be made. This record will be confidential and should be used only by project evaluators and higher management. The intent is to keep the PRB accountable for its decisions and to allow follow-up studies to determine assessment equity. Because the PRB constitutes an ongoing management responsibility, the record may be used to assess the PRB members themselves.

PRB FUNCTIONING

The actual mechanics of the PRB should be left to the discretion of each PRB. The PRB may be structured so one person makes the decisions and others serve as advisors and advocate. The PRB may be structured so a consensus is reached. The PRB can allow a democratic vote among the formally established members, or require members to perform a rank-ordering process among candidates for increased levels of pay. Whichever process is chosen, the PRB should be clearly established and made known to all employees affected by it.

The PRB should have some idea of what constitutes outstanding performance at the outset of the assessment process. Hence, the affected population would benefit if representative examples of outstanding performance could be available for each level considered by the PRB. Other considerations influence the outstanding rating besides the exceeding of expected results. These considerations include time in level/grade, location within a given level/grade, difficulty of the expectations that were significantly surpassed, etc. A policy statement on these issues also should be made known to those affected by the PRB.

Again, the process for awarding a “1” or “2” or an “O” or “H” rating is at PRB discretion, including any negotiations allowed or any gamesmanship that occurs. The PRB should be honest about and accountable for the process.

Each department is responsible for informing its employees of the PRB process established for the department. This information should be distributed to employees before the assessment period each year.